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ABSTRACT

This booklet focuses on partnerships between and among colleges and universities and partnerships with precollegiate schools as ways to extend the reach and the resources of a higher education institution and better educate minority students. The first of two main sections following an introduction lists the following precepts that are key to the development and maintenance of partnerships between schools and postsecondary institutions: (1) establish clear and specific goals, developed cooperatively by the partners, that benefit each collaborator; (2) formulate and nurture mutual trust and respect among representatives from the partner institutions; (3) create a structure that results in shared governance and decision-making by all partners; (4) develop a sense of shared responsibility among the partners for achieving the goals; and (5) incorporate evaluation procedures in the framework of the partnership, with all partners willing to periodically examine progress toward the partnership's goals. The second section describes and lists a sample of the more that 200 intercollegiate partnerships reported in a recent survey, including the following: (1) five partnerships designed to facilitate recruitment, retention, and transfer; (2) four partnerships for minority scholarship; (3) two partnerships using multiple approaches; and (4) three partnerships for exchanges. (JB)

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Sharing educational responsibility

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Independent Institutions in Partnership

Sharing educational responsibility

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Contents

1 Introduction

3 Precollegiate Partnerships

9 Intercollegiate Partnership Profiles

Introduction

When it comes to the participation of minority students, faculty, and staff, most independent colleges and universities in the United States share at least two characteristics:

- They have made special efforts in recent years to increase their minority recruitment and retention and to improve their campus climate for people of color.
- Whatever their level of accomplishment, they would like to do better.

In the spring of 1989, the National Association of Independent Colleges and Universities (NAICU) set out to help its members do better. A NAICU/NHCU Task Force on Minority Participation in Independent Higher Education began to look at ways to assess and improve the campus climate, at ways to develop effective partnerships with other colleges and universities or with elementary and secondary schools, at short- and long-term strategies to increase minority faculty, and at lessons to be learned from historically black and other minority institutions.

This paper focuses on partnerships between and among colleges and universities, and partnerships with precollegiate schools, as ways to extend the reach and the resources of a higher education institution, and to do a better job of educating not only minority students but all students.

The goal of this document is two-fold—to encourage greater use of partnerships by colleges and universities, and to help make those partnerships more successful for the students and the institutions involved. It identifies key characteristics for the development and maintenance of effective partnerships between schools and colleges. These elements are drawn from the lessons learned from approximately 1,400 collaborative educational efforts already in existence. Also, it will describe various kinds of existing intercollegiate partnerships that are designed to enhance minority participation in independent colleges and universities. Many of these partnerships provide models that can be adapted by others.

Precollegiate Partnerships

Partnerships between colleges and schools require two things: developing a collaborative process, and achieving specific results. Establishing long-term relationships between institutions that are capable of responding to myriad challenges and opportunities is, in the long run, as significant as accomplishing a single transitory goal. The strength of the partnership itself holds the promise of substantive educational improvements; the products of the relationship are the tangible evidence that the partnership has vitality and is capable of achieving outcomes unattainable by institutions acting singly.

The following precepts appear to be key to the development and maintenance of partnerships between schools and postsecondary institutions.

Establish clear and specific goals, developed cooperatively by the partners, that benefit each collaborator.

The bedrock of positive and productive partnerships is the enlightened self-interest of all partners. By entering into a cooperative arrangement, schools are acknowledging that colleges and universities

can help them provide educational advantages to the students that they are responsible for teaching. At the same time, postsecondary institutions are acknowledging that their success depends on the academic preparation and motivation for college-level study that high school graduates bring to their campuses. This mutual interest undergirds the establishment of precollegiate partnerships.

The goal of partnerships is often student-centered rather than institutionally based. The premise is that, as more students prepare for college work, each college and university will gain from the increase in the eligible student pool.

Implementation Strategies

- Because of the process-oriented nature of partnerships, sufficient time should be initially devoted to developing the collaborative spirit before attempting to accomplish specific objectives or implement particular activities.

- Initial discussions between the potential partners should outline a set of long-range goals that will guide the partnership. These overarching goals should give rise to a specific set of objectives—initially few in number—that can be reached within a relatively short period of time. Not only will these objectives focus the development of initial activities, they will also serve to create a cohesion and trust among the partners.

- As trust and mutual respect develop between the partners, additional objectives should be established. However, the process should be deliberate, moving one step at a time to continue solidifying the partnership.

Formulate and nurture mutual trust and respect among representatives from the partner institutions.

As Donald Stewart, president of the College Board, stated at a recent meeting of the American Association for Higher Education, "The time is long past when colleges can look down on the schools." For too long, the presumed superiority of postsecondary educators

over school faculty and staff has dominated the interaction between representatives of these educational groups. In reality, improving students' preparation for college requires the active engagement of educators at all levels, with the underlying assumption that all partners can learn and benefit from each other. Only through the sharing of knowledge and experience can the major issues in education be addressed successfully.

Implementation Strategies

- Develop open and candid lines of communication within institutions and externally.

- Give all partners the opportunity to share in the accolades resulting from the partnership's success.

Create a structure that results in shared governance and decision-making by all partners.

Such a structure of mutual trust and respect ensures "psychological ownership" among the partners. A formal decision-making process reduces the opportunity for a "personality cult" to develop in which one individual or partner dominates, overshadowing the contributions of the other partner(s).

Implementation Strategies

- Set up a governing board composed of representatives from each institution in the partnership that meets on a regular basis to guide the collaboration.

- Rotate the leadership on the board to ensure a sense of shared responsibility for the partnership's success.

- Give each institution and school in the partnership the opportunity to host meetings and activities. This will encourage shared responsibility and make the partners more familiar with variations in their institutional environments and values.

Develop a sense of shared responsibility among the partners for achieving the goals.

Implementation Strategies

- Involve the administrative leadership of all the partners in the collaboration.
- The institutional leadership should make the development of the partnership and the achievement of its goals a priority.
- Make one individual at each cooperating institution accountable for the institution's participation in the partnership.
- Make an explicit commitment of resources, both direct and indirect, to the partnership.
- Expect consistent attendance at the meetings of the partnership.
- Involve other faculty and staff from the participating partners to institutionalize the partnership. This can increase the scope of the collaboration and help sustain the loss of key individuals who initially developed the partnership.

Incorporate evaluation procedures in the framework of the partnership. All partners must be willing to periodically examine progress toward the partnership's goals.

Implementation Strategies

- Collect and analyze information on the effectiveness of the partnership's activities.
- Be willing to modify the activities designed to achieve the goals, if necessary. The partners need to be flexible and sufficiently "uninvested" in a particular strategy to be willing to change it to achieve the broader goals.

- Build in mechanisms to collect information for formative and summative assessments. Formative assessment provides the basis for internal modifications in the developmental stage, and summative assessment provides evidence of the effectiveness of the project over time.

- Make the evaluation process flexible enough to incorporate qualitative as well as quantitative information. If partnerships are as much about process as outcomes, then qualitative information is as essential as "hard data."

- Develop mechanisms to educate the partners about the importance of, and strategies for, evaluating the effectiveness of the partnership. This training should provide for consistency in data collection at individual sites and a mechanism for routinely and systematically retrieving and analyzing the evidence on effectiveness.

- Establish evaluative procedures—both formal and informal—that are sensitive to the gathering of information on unanticipated outcomes. Often, a collaborative effort that begins for the purpose of achieving one goal develops unexpectedly into a vehicle for accomplishing other valuable objectives.

Partnerships can be valuable, enticing, intrinsically rewarding, and effective in achieving specific objectives and long-term goals. However, they require thoughtful attention, careful planning, a commitment of personal and institutional energy, and just plain hard work.

Intercollegiate Partnership Profiles

Intercollegiate partnerships allow institutions to pool resources so that they can sponsor programs that might not be feasible with a single institution's budget or staff. However, cost sharing is only one of the benefits of partnerships with other colleges and universities. Very often consortia can provide a greater reach and a broader impact than individually sponsored programs. As a result, many funding agencies and foundations view consortial activities as an attractive investment.

Partnerships also give colleges and universities the opportunity to make the most of other resources found at participating institutions, such as library and computer facilities or faculty expertise. Finally, working in a partnership with other institutions acknowledges that minority underrepresentation in higher education is a challenge not confined to individual institutions. As a system-wide challenge, it requires system-wide solutions.

The approach to establishing precollegiate partnerships discussed earlier in this paper holds many lessons for intercollegiate partnerships. The following summary of partnerships outlines programs that feature at least one independent college or university in partnership with at least one other institution of higher education. In

working to promote access and success for minorities in higher education, these partnerships are worth examining. They exhibit the creativity and flexibility required to make this type of venture successful.

These partnership profiles do not do complete justice to any of the programs listed, but they will give the reader an overall idea about the partnership's focus, structure, administration, and funding sources. More information about a particular program can be obtained from the contact person listed in each profile.

The summary is not intended to be exhaustive or even exemplary. These programs are only a sample of more than 200 reported in a survey of college partnerships conducted by NIICU for the task force. The partnerships included in this summary were chosen because they demonstrated the variety of partnerships in which independent colleges and universities participate.

Partnerships Facilitating Recruitment, Retention, and Transfer

Hudson-Mohawk Association of Colleges and Universities

The Hudson-Mohawk Association is a consortium of fifteen community colleges, professional schools, four-year colleges, and graduate institutions located in a four-county area referred to as the Capital Region of New York State. The members of the association share the common goal of promoting higher education in the region. As part of this mission, the association and its members are pooling their resources and coordinating their efforts in the area of minority access and success in higher education.

The association identified five goals in the area of recruitment and retention where cooperative efforts could make a difference. They are:

- marketing the region and its academic sector to minority students and minority professionals
- enhancing the services and opportunities available to minority students in the region

- ▲ enriching the academic environment in the region with respect to racial and cultural diversity
- ▲ strengthening higher education's outreach in the region with respect to minority concerns
- ▲ providing ongoing activities of mutual benefit to members in the area of minority access

Contact: Dr. Lynn Johnson, President, Hudson-Mohawk Association of Colleges and Universities, 91 Sidler Lane, Latham, NY 12110 (518) 785-3219.

The Fenway Consortium

The consortium is a group of twenty-two independent and state colleges and universities and seven Boston public high schools whose mission is to increase the recruitment and success of minority students from Boston public schools at member institutions. Programs promoting both institution-specific goals and collective goals in recruitment and retention are developed, tested, and shared among members of the consortium. As a result, resources are shared and program costs are spread to the benefit of all members. The group also seeks to establish the structures needed to develop long-term strategies and solutions to increasing minority retention, and coordinates existing programs that benefit minorities (such as Upward Bound).

Contact: Dr. Bard Hamlen, Director, Fenway Consortium, Simmons College, 300 The Fenway, Boston, MA 02115 (617) 738-2157
or (617) 738-2153.

The Exploring Transfer Program

Each summer since 1986, Vassar College has offered a five-week program to selected community college students to introduce them to life and learning at a four-year residential liberal arts college. The program is an opportunity for fifty community college students, who

otherwise would not have considered it, to experience the rewards and challenges of pursuing a four-year degree at a liberal arts college. The program pairs faculty from Vassar and participating community colleges in team-teaching courses. Students participating in the program can apply the credits earned in the program to a two-year degree at their home institutions. The course work is also recorded at Vassar, so it will count as credit toward a bachelor's degree.

The program is geared to academically promising students who have not considered transferring to pursue a four-year degree. Students are chosen based on their "intellectual aggressiveness or liveliness" and samples of graded work from their community colleges.

The program has had outstanding success. Of the 202 students participating in the program since its inception, 70 percent have transferred to a four-year institution, or are planning to do so. Twenty students have enrolled at Vassar and are earning B+ or higher grades. Three have been nominated to Phi Beta Kappa. In 1989 the Ford and AT&T foundations, together with Chase Manhattan Bank, decided to fund five grants establishing similar programs across the nation.

Contact: Dr. Coulton Johnson, Dean of Studies, Box 5, Vassar College, Poughkeepsie, NY 12601 (914) 437-5257.

Smith/Greater Hartford Community College Partnership Summer Program

This five-week residential summer program pairs a community college in Connecticut with an independent four-year liberal arts college in Massachusetts. As one of the funded satellite programs modeled after the Exploring Transfer Program initiated by Vassar College, the program seeks to introduce women students attending Greater Hartford Community College to the program and challenges at a four-year liberal arts college. Consistent with the Smith College mission, the program is geared toward women and focuses on minority women. It includes intensive academic course work, seminars on financial aid and transfer, and workshops to develop writing and reasoning skills. Because the program is residential, child-care facilities are also provided. The number of participants is limited to twenty-five.

Contact: Kiki Smith, Co-Project Director, Associate Dean of the Faculty, College Hall 27, Smith College, Northampton, MA 01063 (413) 585-3000.

Leadership South

Leadership South is a consortium of five southern liberal arts colleges. Its goal is to prepare minority students for college, as well as preparing the colleges for minority students. The participating colleges (Davidson, Furman, Rhodes, University of the South, and Washington and Lee) believe that a consortium of colleges can achieve more significant results than institutions working individually.

Institutions belonging to the consortium complement each other by contributing their own strengths to the partnership. While the overall goal is to increase the number of minority leaders in all fields, the consortium has identified specific objectives as necessary to meeting these goals.

- Improve tutoring in local schools through in-service training for teachers in training, or as a part of the service mission of the college.

- Improve college preparation using Davidson's "Love of Learning" program as a model to introduce minority students in grades eight through twelve to the college environment and curricula during summer programs and extended, year-long follow-up with parents. "Love of Learning" is a program designed to focus on improving academic preparation, cultural awareness, and self-esteem required by minority students to find success in college. It combines early intervention, a rigorous academic program placing students on a college-bound track, and a network of support services that includes family, school, and community.

- Improve student support programs to increase retention rates and cumulative grade point averages of minority college students by providing them with a supportive academic environment, whose cornerstone is a strong system of support services.

▲ Improve faculty recruitment and retention at all levels with the goal of maintaining, at the very least, a "critical mass" of minority faculty to serve as role models for minority students.

Leadership South is administered by a Council of Deans made up of the chief academic officers from each of the member institutions. The council coordinates the consortial activities; individual campus programs in support of the consortium are the responsibility of participating institutions. Funding for the consortial programs and activities in the area of recruitment and retention comes from the foundation grants applied for by Leadership South colleges as a group. In other areas, colleges are encouraged to apply for foundation support individually.

Contact: Dr. Robert C. Williams, Vice President for Academic Affairs, P.O. Box 1719, Davidson College, Davidson, NC 28036 (704) 892-2204.

Partnerships Encouraging Minority Scholarship

Minority Scholar-in-Residence Program

Sponsored by the Consortium for a Strong Minority Presence at Liberal Arts Colleges, this program seeks to increase the representation of minority scholars on the faculties of the participating institutions. Two types of fellowship awards are made: dissertation fellowships, available to minority scholars who have completed all but the dissertation portion of their Ph.D. program, and postdoctoral fellowships, available to minority scholars who wish to pursue research in a proposed area. Up to thirty awards can be made each year. It is hoped that this program will increase the number of minority faculty at the nineteen member independent liberal arts undergraduate institutions from across the country.

Contact: Thomas Hellie, Vice President, Associated Colleges of the Midwest, 18 South Michigan Avenue, Suite 1010, Chicago, IL 60603 (312) 263-5000.

Ford-Mellon Exchange Research Scholar Program

A small consortium that includes Oberlin, Carleton, Mount Holyoke, and Williams has instituted a program to encourage minorities from these undergraduate colleges to enter a Ph.D. program upon graduation. The program is designed to identify talented minority students, introduce them to the challenge of close collaborative research with a faculty member, and encourage them to consider academic careers. Each year, consortium colleges may select from four to six academically talented minority students to participate in the program. Scholars receive financial support to conduct a summer research project under the guidance of a faculty member at either their home institution or at a host consortium college.

Contact: Dean Preston Smith, Associate Dean, Williams College, P.O. Box 518, Williamstown, MA 01267 (413) 597-4262.

IMPACT

The IMPACT program is an example of a minority partnership that developed from a pre-existing consortium of colleges unrelated to minority issues. Members of the Association of Jesuit Colleges and Universities proposed a cooperative effort to identify and "grow their own" minority professors from undergraduate students currently attending Jesuit institutions. Each institution funds one or more students' doctoral studies at a Jesuit doctoral-degree granting institution. Money for living expenses is provided from a pool to which each consortium member contributes. It is hoped and expected that funded students will choose to teach at a Jesuit institution upon completion of the doctorate.

Contact: Dr. Charles Alexander, Assistant to the Dean/Director of Minority Affairs, School of Dentistry, Marquette University, Milwaukee, WI 53233 (414) 288-7700.

The Carolina-Ohio Science Education Network (COSEN)

Duke, Davidson, Denison, Oberlin, Ohio Wesleyan, and the College of Wooster have formed an interinstitutional consortium with funding from the Pew Charitable Trusts, to improve science and

mathematics education, and recruit undergraduates into teaching and research. The emphasis is on the recruitment of women and African American students into mathematics and the sciences.

The consortium strives to develop network-wide peer groups for African American and women students, and implement programs across the network to encourage scholarship in mathematics and the sciences. Students have the opportunity to participate in research early in their undergraduate years and will be encouraged to enroll in Duke's graduate science programs upon completion of the bachelor's degree. Students are guaranteed a first-year teaching position at a COSEN institution after earning a Ph.D. from Duke. A strong mentoring program is seen as fundamental to the success of the network.

Contact: COSEN, Attn. Dr. Susan Palmer, Executive Director, Kenyon College, Gambier, OH 43022 (614) 427-5825.

College Partnerships Using Multiple Approaches

Investing Now

Investing Now is a collaborative effort among Carnegie Mellon, Duquesne, the University of Pittsburgh, and the Pittsburgh public schools. The program's four goals are to increase African American students' participation in institutions of higher education in general and at participating institutions in particular; to ensure that participating students are well prepared academically to pursue a wide variety of subjects; to help students meet and master the challenges they will face in an institution of higher learning; and to use the wealth of national and international scholars and researchers found at the participating universities.

High school graduates who have successfully completed the Investing Now program are guaranteed admission to at least one participating institution and receive merit-based scholarships. The program provides academic enrichment programs in mathematics, the sciences, and language arts during summers and after school; academic support through the use of tutoring and study groups; recognition and awards for high academic performance; and development of test-taking

skills. Also included are early efforts to heighten students' educational aspirations and goals; information and guidance about high school course selection, college selection, and admissions; learning to handle peer pressure; exposure to a variety of careers and role models; and the development of students' coping skills. Investing Now also helps students to understand and appreciate African American history and culture; helps parents to become more involved and supportive of their children as students; and increases the participation of high school and college personnel as active members of the program.

Funding for the 1989-90 program year was provided by Carnegie Mellon and the University of Pittsburgh. The Pittsburgh public school system provided access to its students, student achievement data, and resource materials. Carnegie Mellon, Duquesne, and the University of Pittsburgh provided rooms for classes and meetings.

Contact: Ms. Leslie Horn, Program Director, 315 South Bellfield Avenue, Suite 418, Pittsburgh, PA 15213 (412) 624-0224.

The Neylan Commission Project

The Neylan Commission of the Association of Catholic Colleges and Universities represents a group of colleges that are historically affiliated with Roman Catholic orders of women religious. The commission was established to enable its members to work together to strengthen member institutions individually as well as their collective role in higher education.

Neylan colleges have a tradition of educating students who are not being well served by other types of institutions, or who remain underrepresented in these institutions. Initially this meant educating women, particularly women who were the first in their families to attend college. This history of empowering previously neglected populations naturally extends to minority populations. In addition, Neylan colleges share a strong commitment and a long tradition of educating teachers. Because they are effective in these two areas, the Neylan colleges believe they can make a major contribution, and in fact take a leading role in establishing programs that will increase minority participation and achievement in higher education and provide elementary and secondary schools with minority teachers.

Recently, the Neylan Commission launched a pilot project at ten of its member institutions, selected in part for their success in different areas of minority programming. The project attempts to document the minority success stories found on campuses. Ultimately it will help other Neylan colleges that lack effective minority programming to institute successful programs. The goals of the project are to help elementary and secondary schools increase graduation rates and achievement levels for minority students; to increase college graduation rates and achievement levels among minorities; and to provide elementary and secondary schools with more minority teachers and more teachers specifically prepared to function effectively in multicultural settings with culturally diverse student populations.

The project has three phases. In Phase One, instruments were developed at one member college (Mount Saint Mary's College in Los Angeles) to document the success of the project's programs for minorities. In Phase Two, the other nine colleges will use or modify these instruments to measure institutional readiness, academic factors, and nonacademic factors that have led to successful programs. In Phase Three, these instruments will be disseminated through consultants and/or workshops to the other 100 Neylan colleges that are interested in increasing recruitment and retention of minorities. The unique feature of this program lies in its collaborative method of attacking the national problem.

Contact: Sr. Alice Gallin, O.S.U., Executive Director, Association of Catholic Colleges and Universities, One Dupont Circle, Suite 650, Washington, DC 20036 (202) 457-0650.

Partnerships for Exchanges

The Brown-Tougaloo Exchange Program

The Brown-Tougaloo Exchange program pairs a historically black college in Mississippi and a major research university in Rhode Island. The program began as a one-year student exchange program, but over time has expanded to include faculty exchanges, staff assistance, and joint program development. In recent years, the relationship has also

included administrative assistance, with a special focus on development matters and concerns. In the past, Brown and Tougaloo have even had trustees in common.

The Brown-Tougaloo Committee, which includes members of the boards of trustees of each institution, provides oversight and guidance for the program. The program is viewed as a partnership, not paternalism. Too often in exchanges such as this, the minority institution is seen as the sole beneficiary of the exchange. The Brown-Tougaloo exchange seeks to establish a true working partnership with the shared governance of the program. Each institution respects the other's culture and individuality as enhancing the whole learning experience for all participants. There is interpersonal as well as institutional bonding. The commitment is taken personally, and this attitude is infused throughout the campus. There is appreciation for the uniqueness as well as the commonalities of each institution.

Contact: Charles Baldwin, Director of the Brown-Tougaloo Exchange Program, Faunce House, P.O. Box 1931, Brown University, Providence, RI 02912 (401) 863-2344, or Dr. Adib Shakir, President, Tougaloo College, Tougaloo, MS 39174 (601) 977-7700.

Spelman College Exchange Program

The Spelman College exchange program has been in existence since the early 1960s. It pairs Spelman with fourteen other institutions, primarily private liberal arts colleges (with the exception of the University of California at San Diego). Exchange visits range from one semester to one academic year. In most cases, students continue to pay tuition to their home institution during the course of the exchange. For this reason, the program attempts to maintain a one-for-one exchange with participating institutions.

Contact: Cynthia Neal-Spence, Assistant Dean, Spelman College, 350 Spelman Lane, Box 1349, Atlanta, GA 30314 (404) 681-3643, extension 610.

Faculty Resource Network

Founded in 1985, the Faculty Resource Network is an outreach program that links New York University (NYU) and its extensive

research and other academic resources with twenty-four small liberal arts colleges. The network was developed to address and overcome the isolation often experienced by faculty at smaller institutions, where limited funds place heavy teaching and administrative responsibilities on faculty.

The program's purpose is to develop a special community of scholarship that transcends institutional and disciplinary boundaries, put faculty in touch with the latest scholarly developments in their fields, and strengthen curricula and stimulate new course development among faculty at network institutions.

Originally the network linked NYU with fourteen small liberal arts colleges in New York, New Jersey, and Connecticut. In 1989, an invitation was extended to historically black institutions to join the network. Those accepting include Benedict College, Bennett College, Dillard University, Johnson C. Smith University, Morehouse College, Spelman College, Talladega College, Tougaloo College, and Xavier University of Louisiana.

Network institutions together address issues related to increasing minority participation in higher education. For example, historically black colleges and universities have a strong history of retaining their students. Through this collaboration, NYU and other network members gain a much-needed minority perspective on teaching and learning. The network, on the other hand, provides opportunities for scholars from historically black colleges and universities to keep abreast of the latest scholarly advances in their fields through a variety of seminars, workshops, and independent study opportunities. They also have a chance to conduct research using advanced equipment in NYU's state-of-the-art laboratory facilities and research libraries.

Contact: Leslie Cohen Berlowitz, Deputy Vice President of Academic Affairs, New York University, Washington Square, 70 Washington Square South, New York, NY 10012 (212) 998-2308.

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